

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • Z-1

MATERIALS

Reading
 Passage:
 Part 1 (2 copies)

Timing device;
 Graph

Reading
 Passage:
 Part 2 (2 copies)

Game cards

Introducing the Passage



5 minutes

Read part 1 of the passage *Great City Fires* to provide a model of fluent reading.
 Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.
 Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 160 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

How were the homes of the rich and poor different? (indoor plumbing, comfortable, spacious homes compared with cramped, stuffy, flammable wooden buildings)

What are firebreaks? (areas cleared of anything flammable)

What finally put the fire out? (a mix of good luck and firefighting)

If time permits, repeat the steps above using part 2 of the passage, *Great City Fires*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Place the cards face down in a stack. Take turns selecting word cards and reading the words. Each player whose game board has the word on the card is to draw an X through the word. The first player to fill the game board with Xs wins the game. Repeat the game as time permits.

Part 1

In A.D. 64, life in Rome had both the good and the not-so-good aspects of 17
 a big city. The rich had indoor plumbing and comfortable, spacious homes, 29
 but most of Rome's citizens, who numbered more than a million, lived in 42
 cramped, stuffy apartment buildings up to six stories tall. Everyone in these 54
 poorly made, flammable wooden buildings used open flames for cooking and 65
 for light. 67

On July 19, a fire started in one of the shops near the Circus Maximus. 82
 Aided by warm breezes, it spread through the marketplace, parts of the 94
 stadium, and neighboring homes. The Roman firemen did their best with hand 106
 pumps and leather hoses, but the fire advanced too quickly, and panicked 118
 crowds and unruly mobs got in their way. 126

Bucket brigades started, and people created firebreaks, or areas in the path 138
 of the fire that were cleared of anything that could burn. The fire stopped 152
 and started several times over nine days, but finally, a combination of 164
 firebreaks and plain good luck brought the fire to an end. Thousands had 177
 lost their homes and livelihoods, and no one knows for sure how many died. 191



Roman citizens
panic as their
homes and
temples burn.

Part 2

Like Rome, Chicago in the 1800s also had its share of slums—neighborhoods 13
 with poorly built wooden houses close together. The summer of 1871 24
 had been one of the driest anyone could remember. On the evening of 37
 October 8, 1871, a spark ignited the hay in Catherine O’Leary’s barn on 50
 DeKoven Street. 52

The fire should have been put out quickly, but that night the firefighters went 66
 to the wrong address, and the fire rapidly traveled to other buildings. The 79
 winds that made Chicago famous as the “Windy City” helped spread the fire 92
 before anyone could stop it. Wind and fire combined to make a firestorm, or 106
 a super-heated wind that spread flame wherever it blew. Chunks of burning 119
 debris were picked up and flung down upon buildings holding oil, fabric, and 132
 kerosene—everything that would make the fire worse. 140

The luxurious hotels and the humble houses all fell into the flames as the fire 155
 burned for three days. Buildings not already on fire were blown up to create 169
 firebreaks. Then on the 10th of October, rain fell to help the firefighters 182
 extinguish the flames. The fire finally ended. 189



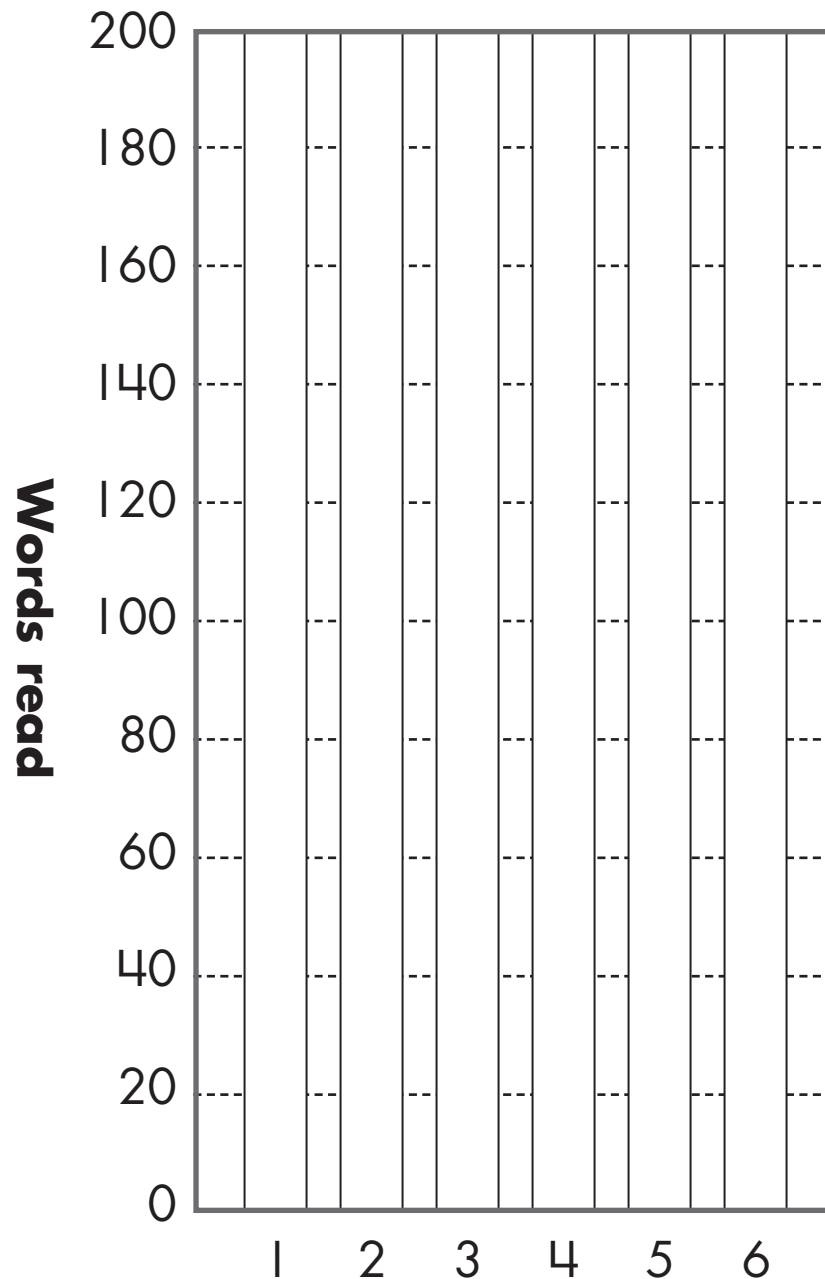
Panicking people
 blocked many of
 Chicago’s bridges.

Fluency

Repeated Reading Bar Graph

Lesson Z-1

Name _____ Date _____



Number of errors: _____
 1 2 3 4 5 6



comfortable	spacious	cramped	firebreaks
apartment	flammable	marketplace	stadium
combination	created	neighboring	advanced
thousands	citizens	leather	panicked
brigades	plumbing	numbered	crowds

comfortable	flammable	neighboring	leather
spacious	marketplace	advanced	panicked
cramped	stadium	crowds	brigades
firebreaks	combination	thousands	plumbing

apartments	spacious	firebreaks	comfortable
flammable	advanced	created	marketplace
stadium	combination	neighboring	crowds
thousands	citizens	leather	numbered